

Nebraska Performance Accountability System (NePAS)

- Background
 - Accountability Belief Statement- State Board Policy-Reviewed-2012
 - NePAS in current form- Adopted by State Board- August 2012
 - LB # 438-Legislature-2013 and 2014-Final Reading
 - Background and Framework- State Board-Adopted January 2014
 - Statute- 79-760.06 and 79-760.07

Standards, Assessment, and Accountability (SAA) Belief Statements

The Nebraska State Board of Education believes:

1. The primary purpose of standards, assessment, and accountability is to improve learning for all students.
2. The engagement, professionalism, and expertise of administrators and teachers are critical to building standards, assessment, and accountability systems.
3. Standards define what all students should know and be able to do at specified grade levels as a result of instruction.
4. Standards provide equity by defining the knowledge and skills that all students will master.
5. Standards represent both content mastery and the application of higher order thinking skills.* Assessments measure both content mastery and the application of these skills.
6. Student mastery of the state standards forms the basis for determining progress in student achievement.
7. The results of multiple assessment sources (national, state, and classroom-based) should be used to measure student achievement and be used as an integral part of the instructional process.
8. Districts will conduct an annual analysis of student achievement and the district process for continuous improvement.
9. As annual report of student achievement should be shared in a collaborative conversation with parents, community, and all stakeholders with accurate, complete and easily understandable explanations and interpretation of results.
10. Districts will be involved in a continuous improvement process to improve learning for all students.
11. The continuous improvement process should include professional development for all staff members, administrators, and school board members that are focused on curriculum, instruction, assessment and accountability.
12. Districts will be accountable for improving student learning.
13. A state comprehensive accountability system will include student performance information and school and community-based indicators that directly support and impact student performance.
14. Accountability systems will be improved and refined over time.

*Higher order thinking skills include but are not limited to problem solving, and accessing, analyzing, synthesizing and communicating information.

Additional Notes: Standards are numbered for purposes of discussion and are not prioritized. The intended audience for these belief statements includes the State Board, the Department of Education, Schools Districts, and the public

Board Action History

- Policy statement adopted 9/2/2009
- Policy statement reaffirmed 11/9/2012

Cross-References

- 92 NAC 10

Nebraska Performance Accountability System [NePAS]

Adopted by the State Board of Education August 9, 2012

The following narrative provides extended explanation for the Nebraska Performance Accountability System (NePAS) as of August 2012. Two sections of NePAS reporting will be included:

Section I: Performance by each indicator for NePAS grade-level configurations and NePAS school district

Section II: Performance for each indicator by grade within each building and district

Section I

Nebraska Performance Accountability System [NePAS] by NePAS Grade-Level Configurations and School

District

For each school district and NePAS “**grade-level configuration**” (as defined below) within a district, the State of the Schools Report [SOSR] will display the calculations of scale scores for all NeSA performance indicators to include status, growth, and improvement. Grades 3 and 11 will not include growth. Graduation rate will be calculated as a percentage and will include a display of school district enrollment for grades 9-12. Participation will be indicated as Met or Not Met. Except for participation, each indicator for the district and each NePAS **grade-level configuration** within the district will receive a state ranking.

“**NePAS Grade-Level Configuration**” will be defined as:

NePAS Elementary Grade-Level Configuration	Grades 3-5
NePAS Middle Grade-Level Configuration	Grades 6-8
NePAS Secondary Grade-Level Configuration	Grades 9-12

NePAS by NePAS Grade-Level Configuration will include the following NeSA Performance Indicators:

NePAS Elementary Grade-Level Configuration (Grades 3-5)		Reporting Measures	Ranked
NePAS Middle Grade-Level Configuration (Grades 6-8)			
	NeSA Reading	Average Scale Score	Yes

Status	NeSA Math	Average Scale Score	Yes
	NeSA Science	Average Scale Score	Yes
	NeSA Writing	Average Scale Score	Yes
Improvement	NeSA Reading	Difference of Average Scale Score	Yes
	NeSA Math	Difference of Average Scale Score	Yes
	NeSA Science	Difference of Average Scale Score	Yes
Growth	NeSA Writing	Difference of Average Scale Score	Yes
	NeSA Reading	Average of Differences in Scale Scores	Yes
	NeSA Math	Average of Differences in Scale Scores	Yes
Participation	NeSA Reading	Met/Not Met	No
	NeSA Math	Met/Not Met	No
	NeSA Science	Met/Not Met	No
	NeSA Writing	Met/Not Met	No

NePAS Secondary Grade-Level Configuration (Grades 9-12)				Ranked	Enrollment
Status	Average NeSA Reading	Average Scale Score		Yes	
	Average NeSA Math	Average Scale Score		Yes	
	Average NeSA Science	Average Scale Score		Yes	
	Average NeSA Writing	Average Scale Score		Yes	
Improvement	Average NeSA Reading	Difference of Average Scale Score		Yes	
	Average NeSA Math	Difference of Average Scale Score		Yes	
	Average NeSA Science	Difference of Average Scale Score		Yes	
	Average NeSA Writing	Difference of Average Scale Score		Yes	
Graduation Rate	4-Year	Percent		Yes	Grades 9-12
	6-Year (Available 2013)	Percent		Yes	
Participation	NeSA Reading	Met/Not Met		No	
	NeSA Math	Met/Not Met		No	
	NeSA Science	Met/Not Met		No	
	NeSA Writing	Met/Not Met		No	

NePAS School District		Reporting Measures	Ranked	Enrollment
Status	Average NeSA Reading	Average Scale Score	Yes	
	Average NeSA Math	Average Scale Score	Yes	
	Average NeSA Science	Average Scale Score	Yes	
	Average NeSA Writing	Average Scale Score	Yes	
Improvement	Average NeSA Reading	Difference of Average Scale Score	Yes	
	Average NeSA Math	Difference of Average Scale Score	Yes	
	Average NeSA Science	Difference of Average Scale Score	Yes	
	Average NeSA Writing	Difference of Average Scale Score	Yes	
Growth	NeSA Reading	Average of Differences in Scale Scores	Yes	
	NeSA Math	Average of Differences in Scale Scores	Yes	
Graduation Rate	4-Year	Percent	Yes	Grades 9-12
Participation	6-Year (Available 2013)	Percent	Yes	
	NeSA Reading	Met/Not Met	No	
	NeSA Math	Met/Not Met	No	
	NeSA Science	Met/Not Met	No	
	NeSA Writing	Met/Not Met	No	

Section II

Nebraska Performance Accountability System [NePAS] by Grade within each Building and District

For each **building** (see definition below) in a district, the State of the Schools Report [SOSR] will display the calculations of scale scores for all NeSA performance indicators for each applicable grade within the building, to include status, growth, and improvement. Participation and graduation rate will be calculated as percentage. No rankings will be assigned at the building level.

“Building” will be defined as the physical configuration for each schoolhouse within each school district. Currently, Nebraska has thirteen different building configurations across the state, of which the following is an **example**:

Elementary Building-Grades K-6
Middle School Building-Grades 7-8
Secondary Building-Grades 9-12

NePAS by **building** will include the following NeSA Performance Indicators:

	Elementary Grades by Building Middle Grades by Building	Reporting Measures by Grade	State
Status	NeSA Reading	Average Scale Score	Yes
	NeSA Math	Average Scale Score	Yes
	NeSA Science	Average Scale Score	Yes
	NeSA Writing	Average Scale Score	Yes
Improvement	NeSA Reading	Difference of Average Scale Score	Yes
	NeSA Math	Difference of Average Scale Score	Yes
	NeSA Science	Difference of Average Scale Score	Yes
	NeSA Writing	Difference of Average Scale Score	Yes
Growth	NeSA Reading	Average of Differences in Scale Scores	Yes
	NeSA Math	Average of Differences in Scale Scores	Yes
Participation	NeSA Reading	Percent	Yes
	NeSA Math	Percent	Yes
	NeSA Science	Percent	Yes
	NeSA Writing	Percent	Yes

	Secondary Grades by Building	Reporting Measures	State	Enrollment
Status	Average NeSA Reading	Average Scale Score	Yes	
	Average NeSA Math	Average Scale Score	Yes	
	Average NeSA Science	Average Scale Score	Yes	
	Average NeSA Writing	Average Scale Score	Yes	
Improvement	Average NeSA Reading	Difference of Average Scale Score	Yes	
	Average NeSA Math	Difference of Average Scale Score	Yes	
	Average NeSA Science	Difference of Average Scale Score	Yes	
	Average NeSA Writing	Difference of Average Scale Score	Yes	
Graduation Rate	4-Year	Percent	Yes	Grades 9-12

Participation	6-Year	Percent (Available 2013)	Yes
	NeSA Reading	Percent	Yes
	NeSA Math	Percent	Yes
	NeSA Science	Percent	Yes
	NeSA Writing	Percent	Yes

	District by Grade	Reporting Measures by Grade	State
Status	NeSA Reading	Average Scale Score	Yes
	NeSA Math	Average Scale Score	Yes
	NeSA Science	Average Scale Score	Yes
	NeSA Writing	Average Scale Score	Yes
Improvement	NeSA Reading	Difference of Average Scale Score	Yes
	NeSA Math	Difference of Average Scale Score	Yes
	NeSA Science	Difference of Average Scale Score	Yes
	NeSA Writing	Difference of Average Scale Score	Yes
Growth	NeSA Reading	Average of Differences in Scale Scores	Yes
	NeSA Math	Average of Differences in Scale Scores	Yes
	NeSA Science	Percent	Yes
	NeSA Writing	Percent	Yes
Participation	NeSA Reading	Percent	Yes
	NeSA Math	Percent	Yes
	NeSA Science	Percent	Yes
	NeSA Writing	Percent	Yes

Definitions of Calculations

Ranking will be calculated such that the highest achieving school district receives the rank of 1. A separate rank will be calculated for each indicator with no overall rank calculated for a school district.

Additionally, tied scores within each indicator will be displayed with the same rank.

Example: If fifty school districts have a 99% graduation rate, each of the school districts will receive a rank of #1 and the district with the next lower percent will be ranked as #51.

Status is the average of the scale scores in each of four separate content areas: reading, mathematics, writing and science. Scores for all students tested in the grade range for the current year are included. Status can be thought of as a "snapshot" of the current achievement by grade, building, district and state.

Improvement (Cross-Sectional) will be calculated based on the difference between the average NeSA scale score for the current year and average scale score for the previous year in a grade. These are averages of different students each year. The average scale score is calculated as the mean of all scores from students tested in that year. Improvement is based on the performance of all students in the grades that are tested each year. The two groups of students being compared will be different because of the normal progression of students through the grades. For example, this year's fifth graders will be compared to last year's fifth graders and those fifth graders from last year will not be included in the current year's average because they have moved to the sixth grade.

Growth (Cohort) will be calculated in reading and mathematics by subtracting each student's scale score for the previous year from the current year scale score. The growth measure will be the average of these differences. Growth is based on tracking the scores of the same students from one year to the next. Only students who were tested in both years in the same school district will be included in the calculation, so if students move from one school district to another, they are not included in the calculations. For example, this year's fifth graders will be compared with last year's fourth graders. Note that the same scale score range is used at each grade level. Therefore a student who earns the same scale score two years in a row can be said to have achieved one year's growth. In other words, a student with a difference in scale score of zero has achieved the growth expected for a single year. Growth scores are not applicable to third grade or high school.

Participation will be calculated as percentage of enrolled students who take the NeSA assessment in grades tested. The target rate has been set at 95%.

Graduation Rate is calculated by following the students enrolled in grade 9 and calculating the percentage who have graduated after four and six years. The method to be used is the cohort four-year graduation rate defined by the US Department of Education. As data become available in 2013, the 6-year rate will be calculated as a two-year extension using the same method.

Business Rules that define the details of calculating all indicators will be taken from existing reports, e.g. State of the Schools or AYP, as appropriate, and include masking of groups with fewer than 10 to prevent issuance of personally identifiable information.

LEGISLATURE OF NEBRASKA
ONE HUNDRED THIRD LEGISLATURE
SECOND SESSION
LEGISLATIVE BILL 438

Final Reading

(Second)

Introduced by Adams, 24.

Read first time January 22, 2013

Committee: Education

A BILL

1 FOR AN ACT relating to the Quality Education Accountability Act; to
2 amend sections 79-757 and 79-760.06, Revised Statutes
3 Cumulative Supplement, 2012; to change provisions
4 relating to the accountability system for schools and
5 school districts; to provide for designation of priority
6 schools, appointment of intervention teams, and
7 development of progress plans; to require reports; to
8 harmonize provisions; to repeal the original sections;
9 and to declare an emergency.
10 Be it enacted by the people of the State of Nebraska,

1 Section 1. Section 79-757, Revised Statutes Cumulative
2 Supplement, 2012, is amended to read:

3 79-757 Sections 79-757 to 79-762 and section 3 of this
4 act shall be known and may be cited as the Quality Education
5 Accountability Act.

6 Sec. 2. Section 79-760.06, Revised Statutes Cumulative
7 Supplement, 2012, is amended to read:

8 79-760.06 (1) On or before August 1, 2012, the State
9 Board of Education shall establish an accountability system to be
10 used to measure the performance of individual public schools and
11 school districts. The accountability system shall combine multiple
12 ~~measures, indicators,~~ including, but not limited to, graduation
13 rates, student growth and student improvement on the assessment
14 instruments provided in section 79-760.03, and other indicators of
15 the performance of public schools and school districts as established
16 by the state board.

17 (2) Beginning with the reporting of data from school year
18 2014-15, the indicators ~~The measures~~ selected by the state board for
19 the accountability system ~~may~~ shall be combined into a school
20 performance score and district performance score. The state board ~~may~~
21 shall establish levels of performance ~~for the indicators used in the~~
22 ~~accountability system based upon school performance scores and~~
23 district performance scores in order to classify the performance of
24 public schools and school districts beginning with the reporting of
25 data from school year 2013-14. 2014-15. The state board shall

1 designate priority schools based on such classification. Schools
2 designated as priority schools shall be at the lowest performance
3 level at the time of the initial priority school designation. Schools
4 designated as priority schools shall remain priority schools until
5 such designation is removed by the state board. No more than three
6 schools may have a priority school designation at one time. Schools
7 designated as priority schools shall be subject to the requirements
8 of section 3 of this act. Progress plans for the initial schools
9 designated as priority schools shall be approved by the state board
10 no later than August 1, 2016. The State Department of Education shall
11 annually report ~~any the performance levels established by the board~~
12 ~~regarding the performance level~~ of individual public schools and
13 school districts as part of the statewide assessment and reporting
14 system.

15 Sec. 3. (1) For each school designated as a priority
16 school, the Commissioner of Education shall appoint an intervention
17 team. The intervention team shall assist the school district with
18 diagnosing issues that negatively affect student achievement in the
19 priority school, designing and implementing strategies to address
20 such issues through the progress plan, and developing measurable
21 indicators of progress.

22 (2) The intervention team shall be composed of up to five
23 people with the education and experience to carry out the
24 responsibilities of the team. Any member of the intervention team may
25 receive pay for work performed in conjunction with his or her duties

1 as a member of such team. Such pay shall be determined and provided
2 (a) by the State Department of Education for any member of the
3 intervention team who is not an employee of the school district
4 containing the priority school for which such intervention team is
5 appointed or (b) by the school district containing the priority
6 school for which the intervention team is appointed for any member of
7 the intervention team who is an employee of such school district. Any
8 member of the intervention team who is eligible to receive pay from
9 the department pursuant to subdivision (a) of this subsection shall
10 also be eligible for reimbursement of actual and necessary expenses
11 incurred in carrying out his or her duties as a member of such team
12 as provided in sections 81-1174 to 81-1177. Reimbursement of actual
13 and necessary expenses for any member of the intervention team who is
14 an employee of the school district containing the priority school for
15 which the intervention team is appointed shall be provided in
16 accordance with the policies and procedures of such school district.

17 (3) The intervention team, in collaboration with the
18 priority school staff and the administration and school board of the
19 school district with control of the priority school, shall develop a
20 progress plan for approval by the State Board of Education. Any
21 progress plan shall include specific actions required by the school
22 and the district in order to remove its classification as a priority
23 school, including any required level of progress as indicated by the
24 measurable indicators.

25 (4) Compliance with progress plans shall be a requirement

1 to maintain accreditation for any school district that contains a
2 priority school. The state board shall annually review any progress
3 plans and determine whether any modifications are needed. If a school
4 has been designated as a priority school for the fifth consecutive
5 school year, the state board shall reevaluate the progress plan to
6 determine if (a) a significant revision of the progress plan is
7 necessary, (b) an entirely new progress plan is developed, or (c) an
8 alternative administrative structure is warranted.

9 (5) The school board of a school district containing a
10 priority school as designated pursuant to section 79-760.06 shall
11 provide the intervention team with full access to the priority
12 school, priority school staff, the school district, school district
13 staff, academic information, financial information, and any other
14 requested information.

15 (6) The Commissioner of Education shall annually report
16 to the Governor and electronically to the Clerk of the Legislature
17 and the chairperson of the Education Committee of the Legislature on
18 all schools designated as priority schools. The report shall include
19 the name of the school, the grades included in the priority school
20 designation, the name of the school district, the years for which the
21 school was designated a priority school, a summary of the progress
22 plan, and the level of progress as indicated by the measurable
23 indicators.

24 Sec. 4. Original sections 79-757 and 79-760.06, Revised
25 Statutes Cumulative Supplement, 2012, are repealed.

1 Sec. 5. Since an emergency exists, this act takes effect
2 when passed and approved according to law.

Nebraska Performance Accountability System [NePAS] 1.1

Background and Proposal of Framework

January 7, 2014

Nebraska Department of Education: Assessment-Accountability Background Information

Nebraska Department of Education has taken steps to implement an accountability system for Nebraska school districts.

November 2, 2009: The Nebraska State Board of Education adopted as policy the *Standards, Assessment, and Accountability (SAA) Belief Statement* and affirmed the policy 11-09-12.

November 3, 2010: The Nebraska State Board of Education adopted as policy Nebraska State Accountability Framework: Part I: Beliefs, Values, and Purposes

August 9, 2012: Pursuant to Section 79-760.06: The Nebraska State Board of Education adopted as policy Nebraska Performance Accountability System [NePAS], which provides multiple scores and rankings for school districts in NeSA-Reading, Math, Science, Writing and for Graduation rate.

Since 2012: The members of the Ad Hoc Accountability Committee have been reviewing the current Nebraska Accountability Performance System as they have discussed the next generation of NePAS that will combine multiple indicators into a single measure for each school building and district. NePAS 1.1 would move beyond the philosophy of “shining the light” to providing a fair accountability system that identifies high- and low-performing school districts, recognizes success, and also provides support for school improvement.

In addition, while the indicators being considered for NePAS 1.1 are comprised of data currently available—NeSA performance, NeSA participation, and graduation rate--the committee has also has considered other possible indicators to be included in the future that would augment the accountability lens.

Proposal of Framework

January 2014: In response to Proposed LB# 438, the Nebraska Department of Education has drafted an overview of an accountability system to combine multiple indicators into a single measure for each school building and district, set goals, assign a classification for each building and district, set consequences for the lowest performing school buildings, and recognize high-performing schools.

The goals of the proposed NePAS changes are to:

- a. Develop an effective system that provides fair accountability for schools in order to enhance opportunity to learn for every student in every school in Nebraska
- b. Partner with school districts to provide support for improved student learning
- c. Partner with the Legislature by providing this *Nebraska Performance Accountability System [NePAS] 1.1 Background and Proposal of Framework* to guide NDE as it moves forward.

Below are general information and a summary of the indicators proposed to be combined into a single measure.

Policy Issue	Overview
Indicators	<ul style="list-style-type: none">• NeSA Reading, Writing, Math, Science—Participation and Performance-- and Graduation Rate
Performance Measures	<ul style="list-style-type: none">• Goals established for NeSA-Reading, Math, Science, Writing, and Graduation Rate
Levels of Accountability	<ul style="list-style-type: none">• School/School Building• District
Participation	<ul style="list-style-type: none">• A 95% participation rate is a minimum. Additional points awarded for exceeding the minimum and points subtracted for not meeting the minimum. Point assignments not yet determined.
NeSA Results-Status ¹	<ul style="list-style-type: none">• A number of points provided for status. Weighting to be determined.
NeSA Results-Improvement ²	<ul style="list-style-type: none">• A number of points provided for improvement. Weighting to be determined.
NeSA Results-Growth ³	<ul style="list-style-type: none">• A number of points provided for growth. Weighting to be determined.
Graduation rate – 4 year and 6 year	<ul style="list-style-type: none">• Award points for four-year cohort graduation rate graduation rate and six-year cohort graduation
Subgroup inclusion	<ul style="list-style-type: none">• Subgroup performance will be determined through use of supergroup⁴ designation
Minimum group size for accountability	<ul style="list-style-type: none">• A minimum number for reporting will be applied--to be determined.
Consequences	<ul style="list-style-type: none">• Intervention for schools in greatest need of improvement
Number of classifications	<ul style="list-style-type: none">• Such as five levels of classification --to be determined

1. **Status** is an indicator of students' NeSA achievement for the current year.
2. **Improvement** is the change in previous year's status compared to this year's status. Improvement is based on the scores from all tested students each year.
3. **Growth** is the change of individual students' previous year's scores compared to the current year's scores. Growth is based on the matched sample of students who were tested both years.
4. A **Supergroup** is identified for two purposes:
 - to avoid having some student scores count multiple times and
 - to create a group with enough students that more schools are included in accountability for at-risk students.A **Supergroup** is defined in one of two ways:
 - by combining No Child Left Behind [NCLB] subgroups or
 - by defining a new group—for example, students scoring below proficient.

79-760.06. Accountability system; combine multiple indicators; State Department of Education; powers; duties; designation of priority schools.

(1) On or before August 1, 2012, the State Board of Education shall establish an accountability system to be used to measure the performance of individual public schools and school districts. The accountability system shall combine multiple indicators, including, but not limited to, graduation rates, student growth and student improvement on the assessment instruments provided in section 79-760.03, and other indicators of the performance of public schools and school districts as established by the state board.

(2) Beginning with the reporting of data from school year 2014-15, the indicators selected by the state board for the accountability system shall be combined into a school performance score and district performance score.

The state board shall establish levels of performance based upon school performance scores and district performance scores in order to classify the performance of public schools and school districts beginning with the reporting of data from school year 2014-15. The state board shall designate priority schools based on such classification. Schools designated as priority schools shall be at the lowest performance level at the time of the initial priority school designation. Schools designated as priority schools shall remain priority schools until such designation is removed by the state board. No more than three schools may have a priority school designation at one time. Schools designated as priority schools shall be subject to the requirements of section 79-760.07. Progress plans for the initial schools designated as priority schools shall be approved by the state board no later than August 1, 2016. The State Department of Education shall annually report the performance level of individual public schools and school districts as part of the statewide assessment and reporting system.

Source: Laws 2012, LB870, § 2; Laws 2014, LB438, § 2.

Effective Date: April 10, 2014

79-760.07. Priority school; intervention team; members; duties; expenses; develop progress plan; contents; compliance required; review; school board; duties; Commissioner of Education; report; contents.

(1) For each school designated as a priority school, the Commissioner of Education shall appoint an intervention team. The intervention team shall assist the school district with diagnosing issues that negatively affect student achievement in the priority school, designing and implementing strategies to address such issues through the progress plan, and developing measurable indicators of progress.

(2) The intervention team shall be composed of up to five people with the education and experience to carry out the responsibilities of the team. Any member of the intervention team may receive pay for work performed in conjunction with his or her duties as a member of such team. Such pay shall be determined and provided (a) by the State Department of Education for any member of the intervention team who is not an employee of the school district containing the priority school for which such intervention team is appointed or (b) by the school district containing the priority school for which the intervention team is appointed for any member of the intervention team who is an employee of such school district. Any member of the intervention team who is eligible to receive pay from the department pursuant to subdivision (a) of this subsection shall also be eligible for reimbursement of actual and necessary expenses incurred in carrying out his or her duties as a member of such team as provided in sections 81-1174 to 81-1177. Reimbursement of actual and necessary expenses for any member of the intervention team who is an employee of the school district containing the priority school for which the intervention team is appointed shall be provided in accordance with the policies and procedures of such school district.

(3) The intervention team, in collaboration with the priority school staff and the administration and school board of the school district with control of the priority school, shall develop a progress plan for approval by the State Board of Education. Any progress plan shall include specific actions required by the school and the district in order to remove its classification as a priority school, including any required level of progress as indicated by the measurable indicators.

(4) Compliance with progress plans shall be a requirement to maintain accreditation for any school district that contains a priority school. The state board shall annually review any progress plans and determine whether any modifications are needed. If a school has been designated as a priority school for the fifth consecutive school year, the state board shall reevaluate the progress plan to determine if (a) a significant revision of the progress plan is necessary, (b) an entirely new progress plan is developed, or (c) an alternative administrative structure is warranted.

(5) The school board of a school district containing a priority school as designated pursuant to section 79-760.06 shall provide the intervention team with full access to the priority school, priority school staff, the school district, school district staff, academic information, financial information, and any other requested information.

(6) The Commissioner of Education shall annually report to the Governor and electronically to the Clerk of the Legislature and the chairperson of the Education Committee of the Legislature on all schools designated as priority schools. The report shall include the name of the school, the grades included in the priority school designation, the name of the school district, the years for which the school was designated a priority school, a summary of the progress plan, and the level of progress as indicated by the measurable indicators.

Source: Laws 2014, LB438, § 3.

Effective Date: April 10, 2014